

The following question has been posed: Since RIT scores are related to instructional weeks, if students are delayed in taking their fall MAP tests, will their fall to spring growth scores be adversely affected as compared to the previous year?

RIT scores are only related to instructional weeks when normative score references are made. RIT scores themselves do not depend on instructional weeks for their values; they are not “adjusted” by instructional weeks. Instructional weeks are taken into account when calculating the normative *references* for fall, winter, and spring status RIT scores as well as term-to-term differences between scores. These calculations fully account for instructional time in weeks. While these calculations allow expectations to be determined for the difference in two scores from tests taken across virtually any time interval, the MAP norms document segments instructional weeks into four-week categories covering the first to the thirty-sixth week of instruction. Most fall MAP assessments occur between the third and fifth weeks of the school year. If a fall test is administered in, say, the third week of the school year as opposed to the fifth week, we would expect little impact to the amount of growth shown by the student if the spring test was fixed at a single week, e.g., week 32. That is, expected growth for two students in the same grade, starting out with the same fall RIT score, would not be substantively different between the 27 week interval and the 29 week interval. However, as the interval between the fall test and the spring test shrinks, growth *expectations* would also shrink. Reference to the norms document can help to determine how much growth expectations would change.

As an example of the potential impact, consider the following scenario. A fourth grade student takes the MAP Mathematics test during the 4th week of instruction and attains a RIT score of 200. Referring to the norms document (Table C.25, page 174), we would expect that the student would attain a score of 208 if they tested in the spring during the 28th week of instruction. If the same student was delayed in taking the test until the 8th week of instruction and attained the same RIT score of 200, then the expected spring RIT score at week 28 would be 207. However, we can also see that this one point difference in growth (207 vs 208) would be anticipated by the norms (starting at 200 in week 4, the norms predict growth of 1 RIT by week 8).

It is recommended that districts not delay beyond the eighth week of instruction for their fall MAP test administration. Testing within these first eight weeks should have no material impact on the fall-to-spring RIT growth.



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